

## Creeds and Councils (TMM1121)

---

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM1107 - Brief Introduction to Christian Doctrine TMM1131 - Introduction to Christian Doctrine and History
Aims:	<p>To give students an overview of the content and context of at least one major creed from the Early Church (e.g., the 'Apostles' Creed', the Niceno-Constantinopolitan Creed, the 'Athanasian Creed').</p> <p>To help students reflect on the continuing significance of credal Christianity for contemporary faith and ministry.</p> <p>To excite in students a passion for the exploration of doctrine and equip them for further study at level 5.</p> <p>To encourage students to begin to integrate critical thinking about doctrine into their own spiritual formation and ministerial development.</p>
Content:	<p>This module offers a selective introduction to:</p> <p>Key areas of Christian doctrine through the lens of one Early Church creed or faith statement.</p> <p>The original historical context of the selected creed.</p> <p>The relationship of the selected creed to other dogmatic norms and ecclesiastical pronouncements.</p> <p>The significance of the selected creed for contemporary faith.</p>

Learning Outcomes: By the end of this module students will be able to:

***Subject Knowledge [SSK 2]***

Investigate and describe competently some major areas of Christian doctrine in relation to the selected creed.

Investigate and describe competently aspects of church history related to the emergence of the selected creed.

Discuss intelligently some key issues in contemporary Christian thought about these areas of doctrine and history.

***Subject Skills [SSS 3]***

Question how aspects of Christian doctrine and history can be appropriately related to experience and practice in the context of discipleship, mission and ministry.

***Key Skills [KS 1, 2]***

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.